

Solutions for Out-of-School Youth

Providing Effective Services for Out-of-School Youth

September 15, 2011

Nebraska Professional Development on OSY



TODAY'S AGENDA

- Introduction to the SOSY Consortium
- Defining Out-of-School Youth
- How to Provide Effective Services

- Understanding OSY
 Characteristics
- Using the OSY Profile to Determine Needs
- Examining the SOSY Toolkit
- Using the Toolkit to
 Design an OSY Student
 Services Plan
- Facilitated Questions and Networking

WHAT IS SOLUTIONS FOR OUT-OF-SCHOOL YOUTH (SOSY)?

Solutions for Out-of-School Youth (SOSY) is a Migrant Education multistate consortium administered by the State of Kansas and funded by the Office of Migrant Education, US Department of Education.





CONSORTIUM STATES

- Colorado
- ► Florida
- ► Idaho
- Illinois
- Kansas
- Maryland
- Massachusetts
- Minnesota
- Mississippi
- Montana
- Nebraska

- New Hampshire
- New Jersey
- New York
- ► North Carolina
- Pennsylvania
- South Carolina
- **Tennessee**
- Vermont
- Washington
- Wisconsin



COLLABORATING PARTNERS

Partner States

- Alaska
- Arkansas
- California
- Indiana
- Kentucky
- Missouri
- Texas

Partner Organizations

- National Center for Farmworker Health (NCFH)
- Adult Learning Resource Center (ALRC)
- National PASS Center (NPC)
- National HEP/CAMPAssociation

THE MISSION OF SOSY

Solutions for Out-of-School Youth Consortium Grant shall build capacity in member states to identify and recruit, assess, and develop/deliver services to migrant out-of-school youth in order to elevate the quantity and quality of services to this large, underserved population within the Migrant Education Program.



SOSY OBJECTIVES

- Increase the number of OSY identified and recruited
- 2. Serve a larger number of OSY (includes OSY who are recovered from drop out, enrolled in programs leading to graduation, GED, and/or pursuing identified education or career goals)
- Increase the number of OSY who meet performance standards on state-identified achievement assessments or identified education or career goals

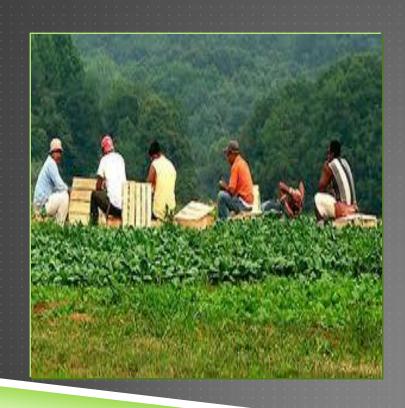
SOSY PERFORMANCE MEASURES

Objective 1:3 performance measures

Objective 2: 5 performance measures

Objective 3: 7 performance measures

HOW DO YOU DEFINE OSY? WHO ARE THEY?





WHO ARE OUT-OF-SCHOOL YOUTH (OSY)?

- Recovery youth
 - Not attending middle or high school
 - Missing one or more state exit-level exams
 - ▶ Deficient in credits
 - Poor academic performance
 - Considered dropout youth
- Here-to-work youth
 - From Mexico and Central America
 - Unschooled in the United States
 - Limited English Proficient
 - ► Needs related to Life Skills



WHAT ARE THEIR NEEDS?



OSY have many and varied needs.

They may experience some or all of the following needs:

- Flexible credit accrual options
- PreGED and GED instruction
- English as a Second Language
- Health education
- Life Skills
- Advocacy
- Transportation



WHAT ARE TYPICAL CHARACTERISTICS OF OUT-OFSCHOOL YOUTH?



TYPICAL CHARACTERISTICS OF MIGRANT OSY

- Most highly mobile eligible subgroup
- Most likely to be Limited English Proficient (LEP)
- Many not interested in obtaining traditional schooling
- Often consider themselves adults, not youth

"In Mexico, I was in school a little, and I was in school here [U.S.] for 3 months. But I dropped out and started to work because I didn't think the school was teaching me anything, and my brother who paid for everything lost his job, so I had to go work to support the family." Recovered out-of-school youth

WHY TARGET OSY?

- OSY is the fastest growing population within the MEP.
- With high-stakes accountability, these youth may often be the first to be pushed out and the first to be forgotten.
- OSY need advocates, people who can both motivate them and help them access needed services.



THINK/PAIR/SHARE

What has your program done to provide services to out-of-school youth?



WHY ARE OSY DIFFICULT TO IDENTIFY AND RECRUIT?



SOSY ID&RTIPS FOR IDENTIFYING AND RECRUITING OSY

- In groups of 4
- Read and underline any thing that stands out to you in the document
- Activity: First Turn/Last Turn

WHY ARE OSY DIFFICULT TO IDENTIFY AND RECRUIT?

- May not have younger brothers and sisters in the school system.
- May never have attended school in the U.S.
- Many do not speak English.
- Often cynical and suspicious about adults, work, and government programs.
- May resent what they see as unwarranted intrusion in their lives.

EVERYTHING STARTS WITH ID&R

- Identify areas where OSY work, live, shop, eat, play sports, socialize, etc.
- Build strong relationships with agencies, growers, and communities.
- Be flexible and prepared anticipate barriers that may arise.
- Let OSY know that you represent a network of agencies advocacy may have to precede the COE and OSY profile.

FOR DISCUSSION

- What are the educational needs of these out-ofschool youth?
- What type of services should be offered to each of them?
- What kinds of instructional programs would best meet their needs?
- What resources would be needed to deliver services to them?

INSTRUCTIONAL NEEDS OF OSY

- ► High school diploma or GED;
- Improved basic skills and other academic knowledge and skills;
- Work readiness skills;
- Practical survival skills such as accident prevention, consequences of alcohol and drug addiction, making appointments at clinics, driver's training, etc.
- Career exploration and counseling to identify long-term and short-term employment goals suited to their interests and abilities and to the local labor market;
- Additional assistance to support participation.

OSY SUPPORT SERVICES NEEDS

- ► Child care
- Transportation and bus passes
- ► Health
- Dental and vision screenings and follow-up
- Legal aid, i.e., immigration assistance
- Assistance with Mexican Consulate Office
- Hygiene Supplies, i.e., toothpaste, razors, etc.

NON-TRADITIONAL STRUCTURE

OSY don't fit the Migrant Education Program (MEP) mold of service delivery:

- Traditional MEP service delivery model addresses grades K-12,
- MEP resists offering services outside of the public school setting,
- School staff have limited experience dealing with OSY, and/or
- School staff are not familiar with service delivery models for OSY.

SOME TYPICAL OSY NEEDS

Survival Needs	Educational Needs			
Health & social needs	ESL			
Food	Literacy			
Housing	Pre GED or GED			
Translation/Interpretation	HS diploma/Flexible credit options			
Legal/Immigration Services	Health education			
Transportation	Career Awareness/Work Readiness skills			
Childcare	Life skills			
Advocacy	Computer classes			



DETERMINE NEEDS: USING THE OSY STUDENT PROFILE



Solutions for Out-of-School Youth (SOSY)
OSY STUDENT PROFILE



Date:	MEP Project:				COE# or MEP ID:					
Name:					□Male	le □Female Age:			Age:	
Address/Camp: Phone			e:	How long is youth planning on being in the area?						
Last grade attended:	Where:			,				Y	Year:	
			Home language: □English □Spanish □Other:							
Health needs: □Medical □Other:	□Visio	n □Den	tal □l		•					
Based on the information collected above, the youth is: —Here-to-work —Recovery										
Check all that apply in the car	egories	below.								
Expressed interests in: □Learning English □Job training □GED □Earning a diploma □Not sure □No interests □Other:				Availability Days Evenings Weekends Other:						
Has access to transportation: Yes			Reason for □Lacking cr □Needed to □Missed Sta □Other:	edits work	g sch	ool:				
□GED □HEP □Adult Basic Ed. □ESL	□Health □Job tra □Career □Life sk □PASS □IPOD	iining explorati	on	At interview □Education: □Support se □OSY welce □Referral(s) □Other:	al mater ervices ome baç	ials				



OSY STUDENT PROFILE

- Used as first or very early contact with OSY
- Starts a conversation with OSY
- Gathers essential data regarding:
 - Demographics
 - ✓ Previous schooling
 - Language Proficiency
 - ✓ Health Needs
 - ✓ Educational Interests
 - Availability

SCENARIO: LIZBETH

Lizbeth is a 16 year old student who left school in her home base state her freshman year in high school when her family moved to another state. It was late in the academic year, so the receiving state put her in 9th grade when she registered. Some of the courses in which she was enrolled did not align with her home base coursework. As a result, Lizbeth did not get full credit for work done in the home base or in the receiving state. That fall, when she returned home, she was put in 9th grade again. She felt discouraged and decided to go to work instead of staying in school. She has been out of school for almost a year.



SCENARIO: LAZARUS

Lazarus lives and works on an organic farm. He is 19 years old and has been in the US just a short time since coming from Guatemala. His literacy skills in Spanish are quite low and he knows only a few words in English. As a result, he is reluctant to venture outside of the farm. He just wants to know enough English to be able to go to the store to get what he needs and the next time he goes to the clinic, he wants to be able to tell the nurse about his recurring back pain. There is an ESL class in town but Lazarus can't go because he works long hours six days a week. His only day off is Sunday.





PROFILE USES

- Individual Level
 - ✓ Plan educational and supportive services to address needs and interests
 - Leads to SOSY Services Plan

State Level

- Develop statewide (and local) profile of characteristics and needs of OSY
- Leads to update of State CNA and MPOs targeted to OSY (recovery <u>and</u> here-to-work)

ANALYZETHE OSY PROFILE DATA: IDENTIFYING NEEDS

- By Area: Instructional vs. Support services
- By Group: Recovery vs. Here-to-Work
- By Service: English, GED, literacy, etc.
- By Instructional Setting: Home-based, in-camp, or center-based

GETTING TO KNOW THE OSY POPULATION

Do OSY have:

- Grade appropriate literacy skills to succeed academically?
- English language development skills?
- Access to the academic or supportive services that meet their needs?
- Access to the guidance and support services to complete high school or the equivalent?
- The time and energy to take advantage of the available educational opportunities?
- Childcare or transportation?

NON-TRADITIONAL STRUCTURE

- OSY do not fit the traditional MEP mold of service delivery:
- K-12 emphasis
- School staff have limited experience dealing with OSY and/or
- School staff are not familiar with service delivery models for OSY

"It wasn't that I dropped out of high school. It was high school that dropped me."

Recovered out-of-school youth

THE OSY TOOLKIT



Solutions for Out-of-School Youth

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Solutions for Out-of-School Youth (SOSY) is a Consortium Incentive Grant funded by the Office of Migrant Education (OME) at the United States Department of Education (USDE) to build capacity in states with a growing secondary-aged migrant out-of-school youth population.

SOSY works with consortium states to:

- Identify and recruit all out-of-school youth within the state, including recovery and here-to-work youth,
- Design a well formulated process for accessing the different needs of the two groups,
- Develop appropriate service delivery models for those youth who want to continue their education and for those who are here-to-work,
- · Share information and resources,
- Identify and develop curriculum and instructional materials, and
- Provide professional development to support OSY activities.

For questions concerning the website or for information regarding **SOSY**, email our Director **Tracie Kalic** or call **785.249.9219**.



INSTRUCTIONAL SUPPORT



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Instructional Materials

For Your Health/Para Tu Salud (Health)

Developed collaboratively by the National Center for Farmworker Health(NCFH) and the BOCES Geneseo Migrant Center, is a series of bilingual mini-lessons designed to increase the health knowledge of OSY through health education topics. The materials consist of bilingual instructional packets that include teaching plans, an introductory lesson, guided practice, useful vocabulary, practice dialogues, and pre/post tests. The mini-lessons' non-sequential format lends itself to the limited time and intermittent attendance of the students. The estimated completion date for the ten mini-lessons is May 31, 2009. As each of the ten mini-lessons is developed, it will be available through the OSY website.

English for Working and Living Curriculum Workbook - Vermont This material may be freely distributed without permission.

Teachers Guide for English Working and Living - Vermont
 This material may be freely distributed without permission.

Problem Posing ESL for Migrant Farm Workers in Vermont

Addresses the need for ESL materials that are directly relevant to farmworkers' life experiences and day-to-day problems. The dialogues use problem-posing ESL strategies adapted from The Pedagogy of the Oppressed by the Brazilian adult educator, Paulo Freire. Each dialogue in this booklet is a code, a realistic and relevant representation of the context and content within which students experience problems and face challenges. This booklet is not copyrighted and can be reproduced without permission.

Math on the Move (MOM), developed by the Geneseo Migrant Center, is a series of Pre-GED math lessons geared to out-of-school youth (adult oriented). MOM consists of 24 lessons, in either English or Spanish, which are designed to be used as stand-alone segments to address a particular skill area, although each builds upon assumed knowledge addressed in

TECHNOLOGY RESOURCES



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MP3-Format Audio Files

MP3-format audio files can be downloaded individually, or in their entirety in a zipped file, from the SOSY website to your computer. Right click on the individual or the zipped file. A contextual pop-up menu will appear. Select "Save target as..." which will open a Save Dialog Box to allow you to save the individual or zipped audio file where you choose on your computer. You may wish to save your SOSY MP3-format audio files in a separate subfolder that you will remember on your computer. It is important to remember where you have saved the audio files, so that you can easily transfer the downloaded audio files to your MP3 player.

Zipped audio files, saved to your computer, have to be extracted through Windows Explorer. Right click on the zipped file and select "Extract." Click "OK" in the pop up dialog box to extract the individual files from the zipped file.

Once your audio files are stored in a folder in your computer, you can listen to them through the computer or transfer them to a MP3 player. To transfer audio files from a computer to a MP3 player, follow the MP3 player instructions. Most MP3 players when connected to a computer will be recognized as a removable drive. If this is the case, you can simply drag and drop the audio file from your computer into this removable drive.

- Instructions for Using the iPod shuffle English
- Instructions for Using the iPod shuffle Spanish

RESOURCE MATERIALS

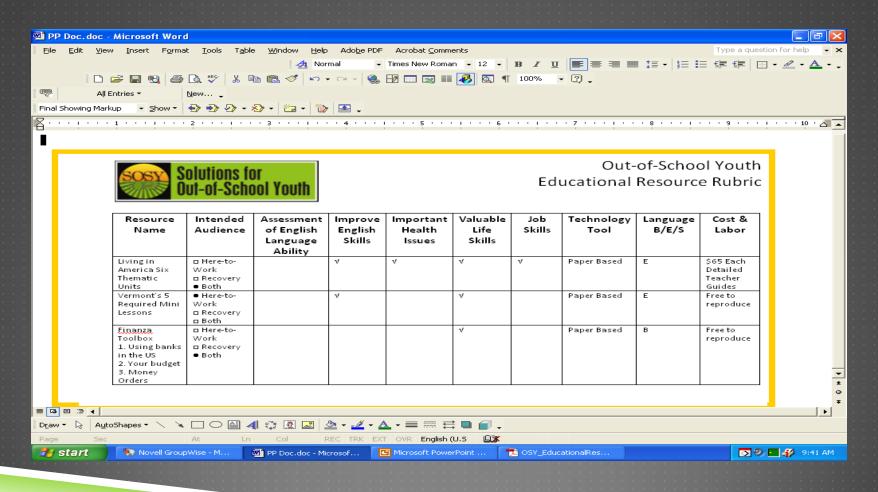
- Ingles de sobrevivencia (Survival English 1)
- Ingles de sobrevivencia (Survival English 2)

INSTRUCTIONAL MATERIALS

- For Your Health/Para Tu Salud
- Problem Posing ESL for Migrant Farm Workers in Vermont
- Problem Posing ESL for Migrant Farm Workers in North Carolina
- Math on the Move

- ▶ Math for Living
- ▶ Bilingual Clip Sheets
- The Migrant ESL Resource Booklet
- English in Minutes
- ► The Finanza Toolbox

SOSY EDUCATIONAL RESOURCES RUBRIC



PARATU SALUD/FOR YOUR HEALTH

- Designed in 4 parts:
 - ► English/Spanish lesson
 - ► Teacher/tutor lesson plan
 - Pre/post assessment
 - Skills sheet
- Written at a 4th to 5th grade reading level, but content and interest level aimed at adults
- Booklet format with Spanish on one side and English on the other

MATH ON THE MOVE

- Series of 24 stand-alone English/Spanish lessons geared to OSY
- Introduces and strengthens basic math skills prior to a GED program
- Addresses particular skill areas
- Materials are not copyrighted

LIVING IN AMERICA

- Tailored to the needs, interests and language proficiency of beginning-level adult ELLs
- Civics paired with life skill lessons
- Provides awareness of the principles and laws that are part of life in the U.S
- 120 180 minutes of instruction per lesson
- ► The four to six hours of instruction per packet may be divided flexibly to meet the learner's needs and time requirements

BILINGUAL CLIP SHEETS

- ► Topical Areas:
 - ► Careers/Carreras
 - ► Health/Salud
 - Looking for a Job/Buscando Trabajo
 - Survival Skills/Consejos Practicos
 - Opportunities/Oportunidades

FINANZA TOOLBOX

- Eight financial education topics and useful money management practices
- Instructional package includes: bilingual lesson, teaching plan, student survey, and practice activities
- Adaptable format for limited time and intermittent attendance
- Materials are reproducible



USINGTHE SOSY STUDENT SERVICES PLAN

How do we know where to start with OSY?



SOSY SERVICES PLAN

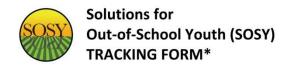
SOSY Student Services Plan										
Name	ne Date									
Location										
☐ Here-to-Work		□ Recovery								
Instructional										
☐ ESL Instruction Focus/Goal(s):										
☐ Life Skills Focus/Goal(s):	Materials:									
☐ Career Awareness/Vocational Training Focus/Goal(s):		Materials:								
☐ Pre-GED Preparation Focus/Goal(s):		Materials:								
☐ GED Preparation Focus/Goal(s):		Materials:								
☐ Credit Recovery Focus/Goal(s):		Materials:								
☐ Other Focus/Goal(s):		Materials:								
Supportive										
□ Nutrition	☐ Dental check-ups									
☐ Transportation	☐ Hearing Screenings									
☐ Translation	□ Vision Exams									
☐ Material Resources	□ Otl	ther								
☐ Counseling leading to re-enrollment in School		ther								
Planned Methods of Supportive Service	Deliver	У								
Schoolule of Blanned Support										
Schedule of Planned Support Days: Monday Tuesday Wednesday	/ Thui	sday	Friday	Saturday	Saturday					
Times:										

USING THE TOOLKIT: OSY SERVICE PLAN ACTIVITY

- What are the educational needs of these out-ofschool youth?
- What type of services should be offered to each of them?
- What kinds of instructional programs would best meet their needs?
- What resources would be needed to deliver services to them?

MAINTAINING GOOD RECORDS: SOSY TRACKING FORM

- An easy way to document services by youth served
- Helpful for developing a state profile
- Essential for SOSY Consortium reporting
- Data will be incorporated into the SOSY annual performance report



Date	Completed by	
Site	Phone	FAX

			Recovery Received Instructional Service (√)				Received Support Service (√)						Meets Standards (√)				
	Out-of-School Youth Name	GED [†]	DPL	ESL	Life skills	Car- eer	Grad Enh	Other **	TRSP	INT	HLTH SCR	NUTR	MAT	Other **	Assess- ment***	Grad Enh	Life Skills
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
	Total								1.								

DO=Drop out **HTW**=Here to work **Grad Enh**=Graduation Enhancement **TRSP**=Transportation

***List/describe assessments used on the back side of the sheet

^{*}Tracking Form Note: Use as many sheets as needed to record students at your class/site †Includes GED and Pre-GED services

^{**} Other = List/describe other services on the back side of the sheet

REASONS OSY MEP STUDENTS RETURNED TO SCHOOL

- Getting an education will help them get a better job and make them better people
- A persistent migrant recruiter or liaison convinced them of the importance of continuing school
- Ability to work and earn a diploma or GED at the same time
- Worries about money/getting a better job
- One-on-one help from teachers

"I did it thanks to the program recruiter because she would call me all the time. At first, I was like, 'Psshh, who is this lady?' But you couldn't quit on her. She wouldn't let you quit. Every time someone gave her excuses, she finds ways around them and helps make it work for you to go. If I didn't have that push, I wouldn't have made it anywhere. I think I benefitted a lot."

Recovered out-of-school youth

What concerns or challenges do you see in working with OSY in your project?

WHAT HAS WORKED FOR OSY

Advocacy

- Dedicated staff who take personal interest in student success
- Coordinate with education agencies to find programs appropriate to OSY
- Follow student progress and help students overcome obstacles as they are presented
- The first attempt at re-engagement may not have worked but many students were successful with multiple attempts

WHAT HAS WORKED (CON'T)

- Non-traditional settings, delivery models, and times
 - Many OSY need to work to care for families, so schedules should take this into account
 - Many successful programs were center-based, but not necessarily in schools; though some rural communities had success with home-based programs
 - Staff indicated that enrolling students away from home helped if family and/or friends were a detriment to educational achievement

WHAT HAS WORKED (CON'T)

- **▶** Coordination
 - Individuals whose job it was to connect OSY with programs appropriate to their needs
 - Helping students before, during, and after enrollment in programs
 - MEP staff coordinating with employers of OSY to help overcome obstacles to school completion
 - Good working relationships with allied organizations in the community

USING THE SOSY STUDENT SERVICES PLAN

How do we know if what we do is meeting their needs/closing their gaps?

FINAL QUESTIONS TO CONSIDER

- How can we best meet the complex needs of our Out-of-School Youth?
- How can we coordinate and collaborate with other agencies and entities in the state?
- What additional supports are needed to effectively serve OSY?
- How does all this information translate into technical assistance for Nebraska? What are our next steps?



Solutions for Out-of-School Youth

Visit our website:

www.osymigrant.org

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